

86 00525  
Berkeley Unified School District

Luther King Jr. Way  
A 94704-1180

BECA-0163  
Doc 1 of 2

**BOARD OF EDUCATION**

Anna de León, President  
Barbara Lubin, Vice President  
Joe Gross, Director  
Steve Lustig, Director  
Ethel Manheimer, Director  
Ismail J. Ramsey, Student Director

**SUPERINTENDENT**

David P. Tansey

INSTITUTE OF GOVERNMENTAL  
STUDIES LIBRARY

FEB 28 1986

June 14, 1985

UNIVERSITY OF CALIFORNIA

Ms. Anna de Leon, President  
Board of Education  
Berkeley Unified School District  
2134 Martin Luther King Jr. Way  
Berkeley, California

Dear President de Leon:

We are pleased to forward to you the first report of the Task Force on School Achievement, charged with making recommendations to improve black and Hispanic achievement in the Berkeley Schools.

The Task Force met regularly for the past six months. While noting the considerable efforts and progress made over the past two decades, we found persistent inequalities based on race and ethnicity in academic achievement as well as in educational placement. Minority students were found to be disproportionately placed or enrolled in numerous programs and classes offered by the district. Other disturbing indicators were the low rate of minority parent involvement, the high turnover of black students in the district, the high transfer rate of minority students out of the district, and the poor affirmative action profile of certificated and administrative staff.

We have also made several recommendations to address the concerns we have noted. In order to follow up on these, and to pursue the work that we have in many ways just begun, the Task Force voted that it continue as a body to examine and make recommendations on perhaps the most troubling task facing the school district today.

Sincerely yours,

Rosette Costello  
Louis Freedberg  
Co-Chairs

cc: Members, Board of Education

1905-1906

1907-1908

1909-1910

1911-1912

1913-1914

1915-1916

1917-1918

1919-1920

1921-1922

1923-1924

1925-1926

1927-1928

1929-1930

1931-1932

1933-1934

1935-1936

1937-1938

1939-1940

1941-1942

1943-1944

1945-1946

1947-1948

1949-1950

AN EQUAL EDUCATION FOR ALL: THE CHALLENGE AHEAD


A REPORT TO THE BERKELEY BOARD OF EDUCATION

BY

THE TASK FORCE ON SCHOOL ACHIEVEMENT

June 12, 1985





Digitized by the Internet Archive  
in 2024 with funding from  
State of California and California State Library

<https://archive.org/details/C124885471>

## INTRODUCTION

The Berkeley schools face a crisis in their commitment to providing a quality education for all its students.

Almost two decades ago, Berkeley became one of the first communities in the nation to desegregate its schools voluntarily. Since then, successive school boards and administrations have renewed that early commitment to ensuring that Berkeley students attend not only desegregated schools but also schools that were fully integrated academically and socially.

This task was undertaken not only because the community believed it was the right thing to do. It was also undertaken with the objective of making sure that minority students would emerge from the Berkeley schools with the skills they would need to succeed in the world as adults.

Berkeley has probably made more progress than most school districts in serving its minority students. Its efforts have been spurred on by the hope that, with desegregation, the gap between white and minority achievement would be narrowed, and eventually eliminated.

That hope has, unfortunately, not been fulfilled.

It is also probably true that the number of minority students from Berkeley going on to some of the nation's leading universities has increased. However, on average, black and Hispanic students continue to perform substantially below white students -- far below what school and community leaders could have imagined two decades ago, and far below what is acceptable to us today.

iii





TASK FORCE ON SCHOOL ACHIEVEMENT  
REPORT TO THE BERKELEY BOARD OF EDUCATION

June 12, 1985.

INTRODUCTION

The Berkeley schools face a crisis in their commitment to providing a quality education for all its students.

Almost two decades ago, Berkeley became one of the first communities in the nation to desegregate its schools voluntarily. Since then, successive school boards and administrations have renewed that early commitment to ensuring that Berkeley students attend not only desegregated schools but also schools that were fully integrated academically and socially.

This task was undertaken not only because the community believed it was the right thing to do. It was also undertaken with the objective of making sure that minority students would emerge from the Berkeley schools with the skills they would need to succeed in the world as adults.

There was the hope that, with desegregation, the gap between white and minority achievement would be narrowed, and eventually eliminated.

That hope has, unfortunately, not been fulfilled.

It is probably true that the number of minority students from Berkeley going on to some of the nation's leading universities has increased. However, on average, black students continue to perform substantially below white students -- far below what school and community leaders could have imagined two decades ago, and far below what is acceptable to us today.





METHODOLOGY

The Task Force on School Achievement was established in the January, 1985 by the Board of Education with the task of examining the factors that influence minority achievement in the Berkeley schools, and to make recommendations about programs and policies that would improve student performance.

Each school board member made three appointments. The following appointees attended some or all of the Task Force's meetings:

Rafaella Castro  
Rosette Costello (Co-Chair)  
Louis Freedberg (Co-Chair)  
Robert Fullilove  
Stanley Hagwood  
Helena Hanson  
Mary Jane Johnson  
Luis Reyna  
Ray Rios  
Linda Stevenson  
Etsuko Steimetz  
Howard Traylor  
Greg Wharton  
Frances Wilson  
Ken Yamada

The Task Force met regularly as a group. Several presentations were made to the board by district staff, including presentations by two elementary principals, the two junior high principals, the Berkeley High principal, and the director of the bilingual program. In addition, the head of the math department at Berkeley High, a drug counselor at King and Willard, and members of the Break the Cycle organization made presentations.

To facilitate its work, the Task Force established four subcommittees: a K-3 subcommittee; a 4-6 subcommittee; a secondary subcommittee; and an evaluation and assessment subcommittee. Task Force members made several site visits, and met with



administrators, teachers and some students.

Dr. Ramona Maples of the Office of Research and Evaluation was assigned to be the staff person to the Task Force. Her office provided detailed statistics and analyses on various aspects of student achievement. The Task Force wants to thank her and her staff, especially Sasha Henneman, for their dedicated and uncomplaining assistance.

The Task Force was aware from the outset that it faced a complex challenge and that much more work would have to be done than would be possible within the five months it had allotted to present its first report to the Board.

For this reason, the Task Force recommends that it continue as an ongoing committee in the district, to continue the work it has begun, and to refine and add to its recommendations. The Task Force also recommends that it serve for the time being as a clearinghouse for concerns regarding race relations and minority achievement, at least until the district has other more efficient mechanisms in place.

Task Force members did not always agree unanimously on every recommendation contained in this report. Instead, we tried to reach consensus on the overall direction the district should take, and to present to the Board recommendations that would serve as the core for a comprehensive plan to help deal with perhaps the most vexing issue facing the school district today.

#### Some Current Indicators:

The Task Force took a close look at indicators of performance in the Berkeley schools. We found that, in spite of





a racially diverse district (Table 1), not only are educational outcomes unequal, but fundamental inequalities exist even within so-called desegregated settings.

### 1. Unequal Educational Outcomes

Overall, while Berkeley students scored higher than the national norm on the California Test of Basic Skills (CTBS) in almost all areas, these impressive scores mask the poor performance of black and Hispanic students, who are scoring far below national norms.

The most telling inequality can be found in student performance on the CTBS, the basic test administered to students every year. These scores indicate that while a gap exists between white and black reading and math scores in the first grade, the gap widens consistently and progressively by the time students reach the high school level (Table 2).

We first took a longitudinal look, tracking the 1977 1st grade class until it reached the 8th grade in 1984.

In 1977, white first grade students were performing at the 70th percentile and black students at the 51st percentile. By 1984, when this class had reached the 8th grade, white students were scoring at the 90th percentile, and blacks were scoring at the 39th percentile.\*

---

\* The longitudinal profile does not take into account the great mobility of minority students. Many of the students who began in the kindergarten class in 1977 were not in the 8th grade in 1984. Yet looking at performance chronologically does give some indication of how Berkeley students performed over a period of years.





In math, the scores were equally depressing. Whites had increased their scores from the 82d to the 94th percentile, while black scores had decreased from the 64th percentile to the 43d percentile.

The differences are basically the same when looked at by grade level for all grades in 1984. Some comparisons: White first graders in 1984 were scoring at the 77th percentile, compared to black students who scored at the 42d percentile in reading. White fourth graders in 1984 were scoring at the 89th percentile compared to black students scoring at the 35th percentile (Table 3).

Scores of Hispanic students were similar to those of black students.

While racial and ethnic breakdowns of CTBS performance were not available for each school site, an examination of overall scores by school site revealed no major differences in performance between schools. We inferred from this that poor performance of black students was not due to a better or worse educational environment at any one school.

The final outcome of increasingly differential performance can be seen in the numbers of students taking the SAT -- presumably those students most serious about going on to four-year colleges. Last year, four times as many white students (240) took the SAT, compared to the number of black students (67).

The Educational Testing Service does not release breakdowns of SAT scores by race or ethnicity by school site, so no comparison of black versus white performance on the SAT is possible. But it is depressing to contemplate that out of a class



that begun in 1972 with high hopes and aspirations, by 1984 only 67 black students had high enough college aspirations that they felt they needed to take the SAT. \*

## 2. Inequality In Educational Placement

The Task Force also found that significant inequalities in the programs and classes to which students are assigned or enroll voluntarily.

### 1. Gifted and Talented Program

Even though state regulations provide extremely wide latitude in the criteria by which students can be assigned to the GATE program -- criteria can be academic or non-academic -- we found that white students are disproportionately designated as gifted and talented. In 1983-84, only 19.8 percent of students in the GATE program were black (compared to 43 percent black enrollment in the schools), 3.2 percent were Hispanic (compared to 6 percent Hispanic enrollment) while 66.4 percent were white (compared to 43 percent white enrollment).

The cumulative effect of this can be seen at the high school level, where 169 black students were in the GATE program, compared to 659 white students (Table 4).

---

\* Nationally, in spite of small increases in scores, black students continue to score approximately 100 points below white students on the SAT. An indication of the extent to which educational outcomes differs along racial lines can be seen in the number of students scoring over 700 on the SAT: nationally only 194 out of 71,000 black students who took the math portion of SAT in 1984 scored over 700 on the test, compared to 24,908 white students out of 678,000 who took the test. (Profiles, College Bound Seniors, 1984, New York: College Board)





## 2. Special Education Program

The ratios of students classified as "learning disabled" is almost a mirror image of those in the GATE program. In 1985, out of 317 "learning disabled" students in the district, 224 were black, 9 were Hispanic, and 71 were white.

All told in the special education program, out of 857 students, 521 were black, 40 were Hispanic, and 262 were white (Table 5).

## 3. Compensatory Education Program

Of 1596 students in Berkeley's state and federally funded Compensatory Education Program, 972 are black, 209 are Hispanic, 202 are white, and 209 are Asian. Most of the Asian students are classified as "Limited English Proficient." In order to be designated as a "Comp. Ed." student, students must score below the 37th percentile on the CTBS. (Table 6)

## 4. Tracking by Curriculum

The Task Force requested an analysis of racial and ethnic breakdowns of English and Math classes at Berkeley High. No analysis of tracked classes at the junior high level was undertaken because of limitations of staff time. While there is some overlap, the results of the analysis confirm the existence of an essentially two-tiered educational system at Berkeley High -- one that is presumably well established by the time students come there from the junior high schools.

Some examples:

\* Out of 105 students in Introductory Reading, 64 are black, 4 Hispanic, and 9 white. In Multicultural Literature, the





introductory 10th grade class, 172 students are black, and 73 are white, out of a total enrollment of 291.

\* At the advanced level, out of an enrollment of 495 in English 1B, 79 were black, 4 were Hispanic, and 390 were white. In American Literature class, out of a total enrollment of 508, 364 (72 percent) were white, 57 (11 percent) black, and 5 (1 percent) Hispanic. In Modern American Literature, an advanced placement class, 20 were white, 2 were black, and 4 were Hispanic. (Table 7)

\* In math, out of total enrollment of 101 in Proficiency Math, 10 were white, 80 were black, and 5 were Hispanic. Virtually the same ratios exist in all the other introductory or slower-paced math classes (Consumer Math, Algebra A, B and C).

\* At the advanced levels, course enrollments are overwhelmingly white. In Algebra 4, for example, out of an enrollment of 248, 175 are white (71 percent), 22 were black (9 percent), and 2 were Hispanic (.9 percent). In Calculus A, an advanced placement course, out of an enrollment of 191, 131 (69 percent) were white, 12 (6 percent) were black, and 1 (.05 percent) was Hispanic. (Table 8)

#### 4. Differential Discipline

Black students are also disproportionately suspended compared to white students. Out of 777 students suspended last year in the district, 565 were black, 44 were Hispanic, 154 were white, and 12 were Asian or Pacific Islander. (Table 9)

#### 5. Differential Retention Rates

While no exact figures are available, district staff informs



us that the overwhelming majority of students retained (i.e. not promoted to the next grade) -- 226 students in 1984 -- were black. (Table 10)

(A district analysis of the performance of students who were retained in general reveals that retention is not an effective way of improving school performance substantially. "While on an average, students who had been retained showed growth on the CTBS tests, after two years in the same grade, the majority were not performing within one grade level of their placement," the report concluded. (See Consolidated Application Programs, 1983-84, Evaluation Report.)

In short, it can only be concluded that an essentially two track system exists within the Berkeley schools, a kind of apartheid in which students attend the same schools, but receive what may be fundamentally different kinds of education.

The Task Force also noted several other areas of concern:

1. Racial and Ethnic Make-Up of Staff

The racial and ethnic make-up of the certificated and administrative staff does not reflect the racial and ethnic make-up of the student population. Even though there are approximately an equal number of black and white students in the schools, 71 percent of certificated and administrative staff are white (128 out of 178) compared to 18 percent black (31 out of 178) and 4.5 percent Hispanic (8 out of 178). (Table 11)

2. Loss of Minority Students

As they progress through the school system, black and Hispanic students are leaving the district at far greater rates





than white students. At the same time, a larger percentage of white students return to Berkeley High school from private schools. The result is that the proportion of black and Hispanic students at the high school level is very different from what it was in the earlier grades. In 1984, for example, only 33 percent of students at Berkeley High were black, while 53.7 percent were white.

District evaluations indicate that the majority of students who leave the district do so because they transfer to other schools or to other school districts. It is not known what the reasons behind this phenomenon are.

### 3. High Turnover Rates

At least 50 percent of students at the high school level did not attend Berkeley schools beginning at the kindergarten level. What this means is that the overall performance of minority students in Berkeley reflects to a certain extent the kind of education many students received in other school districts before they came to Berkeley.

Students who do not enroll in Berkeley schools in the kindergarten level also tend to do worse academically than students who spend their entire school careers in the district. State-provided figures show that the longer the student is in a district, the better he or she is likely to do on the CTBS. For example, at the 6th grade level, students who had been in the Berkeley schools since kindergarten (51 percent of all 6th graders) received a score of 285 on reading, and 299 on math on the CTBS, whereas students who had entered in the 3d grade received scores of 244 and 273 respectively. (Tables 12 and 13).



In spite of these findings, no special effort is presently being made to target entering students to diagnose their specific strengths and weaknesses, and to bring them up to district standards, which may be significantly higher than the school or district from which they came.

#### 4. Lack of Minority Parent Involvement

Principals at virtually every school reported low rates of minority parent involvement, compared to higher rates of white parent involvement. One 4-6 principal told us that no minority parents were actively involved in the school site. The Task Force was repeatedly told that minority parents feel alienated and removed from the schools their children attend, and often feel that their grievances are not sympathetically heard.

#### 5. Lack of Involvement of University of California

The Berkeley schools are situated on the perimeter of one of the great universities of the world. Yet the university is not formally involved with the Berkeley schools on any level. Approximately 170 U.C. students volunteer as tutors through Education 197, a university course, and some district students participate in such programs as the Upward Bound program, Partnership, the Professional Development Program, University/College Opportunity (UCO), and MESA.

Yet, because of misunderstandings, political perceptions, and a history of mutual mistrust, the university, including the School of Education, which is actively involved in other local districts, is not as actively involved in the Berkeley schools.

As a result, the school district is deprived of intellectual





and practical contributions that could make some difference in alleviating the profound difficulties outlined in this report.

### RECOMMENDATIONS

What gives us hope is that Berkeley is an ideal community for implementing a fully integrated education that could potentially close the gap between white and minority achievement.

- \* It is a relatively small school district, with fewer than 10,000 students.

- \* Berkeley is racially tolerant community, and has a school board committed to a quality education for minorities.

- \* There has been no massive white flight out of the school district; there are in fact signs that white parents who placed their children in private schools in the earlier grades are now returning them to the public schools.

- \* The racial make-up of the school district is relatively balanced, compared to urban school districts like Oakland and San Francisco and suburban school districts in Walnut Creek, Orinda and Lafayette.

- \* The schools are relatively free of racial tension and conflict.

- \* The district could potentially draw on the resources of the University of California.

The Task Force proposes the following:

1. The Berkeley schools must embark on a 10-year-plan to maximize the potential of all students, especially minority students.

The problem of unequal educational achievement will not be solved in a year or even two or three. Nor will piecemeal



approaches work. Rather, the school board should direct staff immediately to draw up a comprehensive 10-year-plan that will introduce structural improvements in the educational environment, independent of transitory state and federal programs, in a concerted effort to eliminate gaps in educational achievement based on race or ethnicity.

2. While attention should be focused on all levels of the educational system, an intensive effort must be made at the K-3 level to ensure that the achievement gap narrows rather than widens by the 4th grade level.

By the time students reach the junior and high school level, the gap between white and black achievement is so enormous that educators can only help students make up for the most obvious deficits. The prospects for eliminating differences altogether are all but impossible at this level.

The momentum has to be changed, so that it occurs in the opposite direction. The achievement gap should narrow rather than widen as students make their way through the schools. That is why the district must utilize all its available resources to ensure that every child reaches his or her full potential during the earliest stage of his or her school career. (See below for suggested approaches at the K-3 level).

3. The school district must embark on a long term partnership with the University of California at Berkeley to benefit from the best thinking and resources it has to offer.

It makes no sense for a school district situated adjacent to one of the world's great universities not to make use of what





each has to offer the other.

We recommend that the school district contract with the Break the Cycle program in the fall of 1985 to provide services at Le Conte School. In addition, we recommend that the district enter into negotiations with the university's Cooperative College Preparatory Program (CCPP), which targets minority junior high students, and helps them get into and survive advanced placement classes at the high school level. The district should also investigate whether the School of Education's School/University Partnership for Educational Renewal (SUPER) program would fit into a comprehensive district plan for upgrading minority achievement.

To ensure that this partnership proceed in an orderly and rational manner, we recommend that the school board, in collaboration with the U.C. Berkeley chancellor, immediately establish a university-school committee, consisting of university and district staff, parents, and other appropriate individuals, to look at what joint efforts are most feasible.

#### 4. Stigmatizing Labels Must Be Eliminated.

The Task Force realizes that removing terms such as "comp. ed," "skills," "proficiency," "workshop," and "learning disability" without structural changes in the schools will not eliminate the problems of minority student achievement.

However, research indicates that these labels do have a deleterious effect on self-perception and classroom performance. The Task Force was unanimous in recommending that unnecessary and stigmatizing labels be eliminated.

Practices such as putting a student's performance on public



display in classrooms (through the use of charts with stars, etc.) can also be discouraging when they dramatize differences in student achievement.

In addition, the district practice of classifying some students as "gifted and talented" by implication suggests that other students are neither. Because the district receives state funds for its gifted and talented program, we recommend that all Berkeley students be classified as gifted and talented so that programs can be created to serve larger numbers of students without its current stigmatizing effects.

As the GATE program currently operates, it does not even meet the intent of the State Legislature, which was "to encourage the full participation of pupils from economically disadvantaged and varying cultural backgrounds." \*

Any effort to change or eliminate labels must be accompanied by a gradual elimination of tracking throughout the district, except in those cases where it is has been shown convincingly that this is simply not feasible. The use of labels is simply a reflection of different tracks or curricula for some children and not for others.

---

\* State guidelines allow students to be classified as gifted and talented if they indicate the following: intellectual ability, creative ability, specific academic ability, leadership, high achievement, excellence in visual and performing arts, and "other," i.e. any other criteria which meet standards established by the State Board of Education. See "Gifted and Talented Pupil Program," Draft Copy, April 9, 1980, State Department of Education.





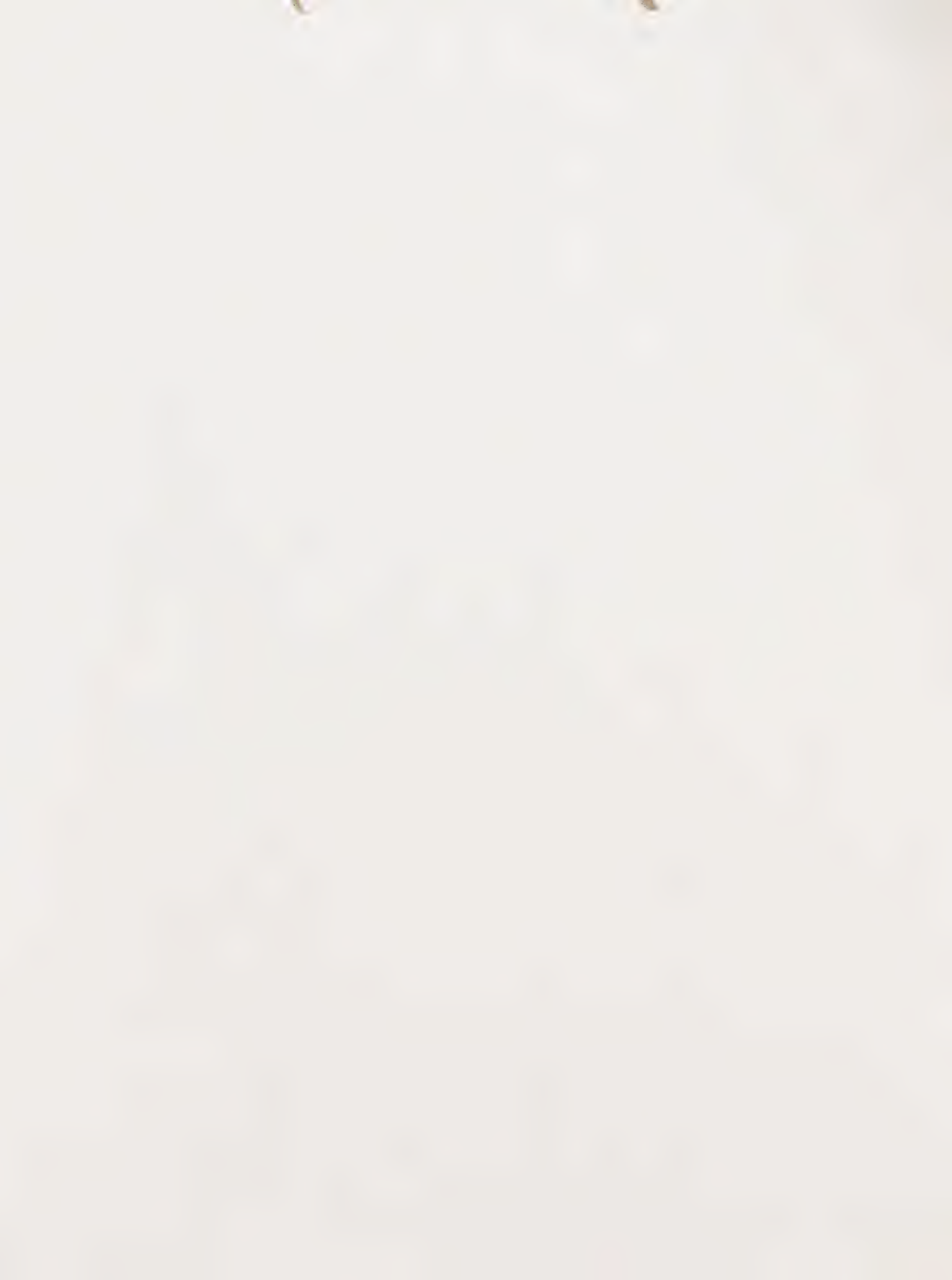
5. A concerted effort must be undertaken to involve all parents in their children's education, and a mechanism must be created for parents and students to express their grievances.

The Task Force was told repeatedly that lack of parental involvement was a major handicap in the way of student achievement. This involvement can be critical, for example, in terms of how much homework students do. This is particularly important in light of research which indicates that the strongest determinant of student achievement is the amount of work they do.

The Task Force was also told of a widespread feeling of alienation and distance from the schools on the part of minority parents. We found that the present structure for expressing grievances -- theoretically through the ombudsman -- is not satisfactory. The present ombudsman has been given too many other responsibilities to allow him to be effective in this role.

We recommend that each school site have a staff person who will be instructed to make contact with every minority parent during the course of the school year -- at school meetings, and if that fails, at neighborhood meetings, and if that fails, through personal home visits. This person should be bilingual in Spanish so as to be able to reach Hispanic parents effectively.

In addition, we recommend that the board appoint a full-time ombudsman who will also coordinate the outreach efforts recommended above. The ombudsman position should preferably be funded by non-district funds; but in the absence of those funds, the position should be structured in order to insulate the ombudsman from day-to-day political considerations.



6. The school district must encourage the establishment of "homework centers" or "homework houses directed towards minority students."

One of the most conclusive research findings on what makes a difference in educational achievement is how much time a student spends on his or her academic work. To facilitate greater involvement in school work, the district should help set up "homework centers" in church or community organizations, staffed by volunteers or trained tutors. In addition, the district should encourage parents to open up their houses after school where students can go to do their homework with other students in a quiet and supportive atmosphere. The district should consider paying a small fee to low-income parents who offer the use of their homes for this purpose.

7. Class assignment of students at the K-8 level and course enrollment at the secondary level must be democratized so that superior teachers are accessible to all students.

The Task Force was told of parents whose requests for their children to be placed with certain teachers are repeatedly turned down, while other parents seem always to get the teachers they wanted. In addition, we were told that often parents who do not request specific teachers find their children assigned to less effective teachers.

At the high school level, low achieving minority students often suffer as a result of the self-scheduling process, whereby classes taught by the best teachers are quickly filled, and those students who can least afford less than effective teachers end up with those teachers.



It appears that minority students suffer most because of this unequal distribution of teacher competence. The district must introduce policies to ensure the democratization of this process. At the elementary level, policies along the lines of what is already in place at some schools where parents are guaranteed their choice of teachers at least one year out of three should be implemented. At the high school, in spite of the complexities, the self-scheduling system must be reformed to make sure that minority students do not suffer because of it.

At present, information about teachers and classes is passed along through an informal network of parents. Many parents, especially minority parents, are not a part of those networks, and therefore do not have the same information possessed by others.

To help ensure that minority parents get the best information on the most appropriate teachers and classes for their children, we recommend that the district facilitate meetings between parents of students at different levels -- for example 3d grade parents and 4-6 grade parents, or between 8th grade parents and 9-12 parents. Parents of older students could share their experiences on classes and teachers.

In addition, we recommend that minority students at the high school level be encouraged to help younger minority students select courses taught by teachers they have found to be effective.

At the same time, the Task Force believes that staff training is currently not sufficient to ensure maximum teaching





effectiveness. The current level of ongoing staff training is simply not adequate. We recommend the district provide more opportunities for staff training to upgrade the quality of teaching at every site.

8. The district must encourage greater corporate involvement, including an "Adopt-A-School" program.

A program that has made a big difference in other inner-city schools has been the involvement of corporations and businesses in the schools to augment meager resources. Yet this has occurred rarely in Berkeley. Because of the small number of schools -- and the large number of businesses and retail outlets in Berkeley -- there is no reason that an "Adopt-A-School" program could not work here as well. Large Berkeley concerns, like Spengers, Alta Bates, Cutters Laboratories, and Fantasy Records, and the Co-op, as well as smaller ones like Chez Panisse and Bill's Drugs, should be approached to begin this process. The focus initially should be on involvement at the K-3 level, with expansion to the other school sites later. Involvement can be as modest as getting employees to volunteer as tutors to in-kind or cash contributions to the schools.

In order to ensure that corporate resources are equitably distributed throughout the district, policies should be created to monitor corporate involvement in the schools. Such monitoring would ensure that one school does not receive a disproportionate level of corporate support, an outcome which could undermine the goal of providing an equal education to all students.



9. There needs to be improved follow-through with students between grades, and between school sites.

The Task Force noted that there is a great need for improved communication between teachers at different grade levels about what they teach, or about the performance and needs of specific students. Teachers and administrators rarely meet with their counterparts at other sites, for example, between 3th and 4th grades, 6th and 7th grades, and 8th and 9th grades. Even within sites, administrators and teachers concede they don't have enough contact with one another to discuss effective teaching techniques or individual students.

As a result of this lack of cohesion students cannot benefit from approaches previous teachers have found to have worked, and as a result a child's education can become a series of 12 or 13 discrete year-long segments, rather than a continuous, integrated whole.

The Task Force also recognizes that this process, if not carefully implemented, can be abused. For example, a teacher who is unable to meet a student's needs might communicate information about that student that would hinder rather than advance his or her performance in succeeding grades.

With this caution in mind, the district must make a commitment to each student, and follow him or her throughout his or her school career in a coordinated and systematic fashion.

The board should look into approaches such as having teachers meet for one day towards the end of the school year with the teacher who will have a student the following year, to outline





what has or hasn't been effective, etc.

If such policies are introduced, safeguards must be introduced to ensure that stigmatizing labels and perceptions are not passed on from one grade level to the next.

10. New students must be integrated into the district and brought up to district standards as rapidly as possible.

This recommendation is intended to address the problem of the large numbers of students who attend other school districts before coming to Berkeley. At present, no special provisions are made for these students, even though district figures indicate they tend to do worse than students who have started out in the Berkeley schools.

If necessary, new students must be provided with services during their first year in the Berkeley schools in order to bring them up to standards established by the district.

11. The school district must expand minority counseling services at the secondary level.

Because of the accelerating transfer and drop-out rates of minority students at the secondary level, as well as disturbing new evidence nationally that minority college enrolment rates are dropping, additional counselors need to be hired. We recommend that two counselors be hired for each junior high school, and an additional two counselors be hired at the high school. At least one of the new hires should be Hispanic at each level, and one should be black at each level.



12. The School Board must systematically monitor inequality based on race and ethnicity in the Berkeley schools on an ongoing basis.

While the Board periodically receives data from district staff on minority achievement, we recommend that it request from district staff an annual report which includes the kind of data contained in the Task Force report. The annual report should contain current statistics on racial balance in the schools, minority test scores, retention, suspension, the make-up of the compensatory education and special education program, and any other special district programs, affirmative action profile of staff, and any other relevant data.

This report will provide the basis on which the board can decide on effective policies to address the problem of inequality in our schools, and to monitor any emerging areas of concern.

#### OTHER POSSIBLE APPROACHES

In our discussions the Task Force also discussed several promising approaches that merited further study. Because of the limited time available to the Task Force to research thoroughly all proposed solutions, we recommend the following proposals be explored in greater depth.

##### 1. Reduction of Class Size at the K-3 Level

In recent years, K-3 classes have been reduced to 27, and aides have been introduced into kindergarten level.

However, the Task Force believes that a furthering lowering class size at the critical K-3 level may be necessary.

Research indicates that the effect of class size on student



performance is difficult to measure. However, smaller classes do appear to contribute to teacher satisfaction with their jobs, and with their sense that their classes are manageable.

The only district-derived research on class size effectiveness comes from the 1978-80 Impact Program, funded by the Emergency School Aid Act. These funds allowed some classes at Columbus and Longfellow to be reduced to 15 students. District evaluations revealed no noticeable improvement in performance.

At the same time, district evaluators concluded that teachers were not trained to take advantage of smaller groups of students. Any new lowering of class size must be accompanied by this kind of training so as to maximize any possible gains.

## 2. Individual Education Plan For Each Student at the K-3 Level

In order to ensure that every student receive the services he or she needs, a possible approach would be to assess every student at the end of the First Grade as to their levels of cognitive development.

An individual education plan could then be developed for each student performing below standards to be established by the district. Standards should be substantially higher than those currently in effect for students in the compensatory program. The plan would be drawn up at a meeting of the parents, teachers, principal or his or her designee, as well as any other interested or appropriate parties. If, for example, a student needs extra tutorial help, every effort should be made to provide that help. If the student needed psychological services, those services should also be provided.





We realize that this approach may run counter to a desire to treat every child equally, and to provide the same services to all children. Yet by treating each child alike we may be ignoring his or her special needs. This approach treats each child as an individual, with his or her own strengths or weaknesses.

Any individualized approach would have to build in safeguards to ensure that individualized attention was not stigmatizing but helped a child meet his or her full potential.

### 3. Expansion of Volunteer Tutors at the K-3 and 4-6 Level

Currently, not all students have access to a tutor. Some of this access is determined by socio-economic background. A significant expansion of volunteers, either in school, in students' homes, or based in churches or other community organizations, should be explored, so that every child who can benefit from a tutor has access to one.

The district could mount a campaign to recruit tutors from students, senior citizens, and any other interested Berkeley residents.

Any additional use of tutors should also be mindful of the danger that lower-achieving students who are having particular difficulties may be assigned a tutor by their classroom teachers, and may end up receiving less attention from their teachers than they would otherwise.

### 4. Hiring of Psychologists and Counselors at K-3 and 4-6 Sites

There are currently virtually no psychological or counseling services available on site at the K-3 and 4-6 level. As a



result, the demands on teachers to meet all the needs of the child -- social, emotional, and educational -- can be overwhelming. The possibility of hiring skilled minority clinical psychologists and counselors initially at the K-3 level and then at the 4-6 level should be explored, as well as how these additional staff could be used most effectively.

These additional services would free up teachers to focus on their main task of educational achievement. They would also fit in with our overall view that every child should receive the services he or she needs to maximize his or her full potential.

#### 5. Greater Emphasis on Developmental Curriculum

There should be an assessment of whether the current curriculum focuses sufficiently on a child's level of cognitive development, as articulated by Piaget and other developmental psychologists. In addition, different ways of structuring the current K-3 grade configuration to maximize the child's development should be explored.

For example, the district could consider regarding the K-3 grades as a five year rather than a four year sequence.

In addition, the district should explore whether year-round schools might be more effective for some children based on their developmental needs. Long summer vacations cannot be justified academically, especially for children who have difficulty retaining learned material.

#### 6. Same Teacher For Two Periods at the 7th Grade Level

To ease the transition from the 6th to 7th grades, the Task Force felt strongly that students should have one teacher for two consecutive periods in the 7th grade, preferably at the beginning





of the school day. The feasibility of implementing this in the fall of 1986 should be explored.

7. More Effective Enforcement of Closed Campus Policy

Current rules dictating that Berkeley High is a closed campus should be more effectively enforced. We believe that, in conjunction with in-class efforts already underway at the high school, the high attrition rate of minority students could be stemmed with more effective efforts to make sure students are in class.

8. Increased Minority Participation in Advanced Classes

Every effort must be made to increase the participation of minorities in advanced placement, honors or college prep classes. This should include:

- a. Working with the Cooperative College Preparatory Program.
- b. Increasing teacher and counselor awareness about minority participation in advanced placement classes.
- c. Encouraging minority students who are already in advanced placement classes to help recruit other minority students who have the ability but not the confidence to enroll in these classes.

9. Improved Attendance Procedures

The Task Force heard repeated instances of parents who were only notified months after their students started cutting classes. Some only found out when they received their child's grades after the end of the semester.

Because of the extensive work of the Attendance Consultancy Committee, the Task Force did not look into attendance procedures



in detail. We refer the board to the committee's Report Number 2 of June 5, 1985 for extensive discussion and recommendations regarding the attendance problem.

We are convinced that any attempt to address minority achievement must include a reform of attendance procedures.

10. Restructuring Berkeley High into Smaller Clusters

Recent research has demonstrated that large schools tend to be the least effective. Berkeley needs to assess whether a high school with several thousand students can reach all its students, including those who feel unmotivated, discouraged, or desperate, and whether restructuring Berkeley High into smaller clusters would significantly improve minority achievement.

11. Upgrading of bilingual program

Several proposals to improve the bilingual program were suggested. These included:

1. Introducing after-school programs for tutoring ESL students, as well as providing more advanced instruction in Spanish from the 4th grade on.

2. Eliminating combined bilingual classes in K-6 level (i.e. classes in which bilingual students from two grade levels are in the same classroom).

2. Hiring a Hispanic counselor at the junior high level who would also work part time with 5th and 6th grade students and their parents.

3. Introduction of Chicano or Latino Studies courses at Berkeley High School. It was felt that these courses were needed for the same reason that Berkeley High offers Afro-American studies courses.



Conclusion:

The Task Force commends the decades-long efforts of committed educators and teachers who have attempted to deal with the problems addressed in this report.

We approached our deliberations with the awareness that there are no easy answers. It is safe to say the task before us is a lot more complex than could have been imagined 20 or 30 years ago. What is required is putting together a coordinated and long term plan that will allow Berkeley, as it has in so many areas, to take the lead in fulfilling the promise charted so eloquently by those who have come before us.

The Task Force recognizes that all its recommendations cannot be implemented at once. That is why it has recommended that the district embark on a 10-year-plan, with an initial emphasis on the K-3 levels, and with well-structured and timed goals for introducing the reforms outlined in this report. In addition, the district should study other promising approaches.

The emphasis should be on exploring students strengths instead of stressing their "deficiencies" and "weaknesses." The goal should be to put in place a system that serves all its students, and helps each one of them maximize their full potential.

We must rededicate ourselves to the challenge of providing an equal education in which race and ethnicity, and the economic factors which underly them, is not a deciding factor in who succeeds and who fails in our schools. We owe it to those who have come before us, to ourselves, but most of all, to all our children and those still to come.





# BERKELEY UNIFIED SCHOOL DISTRICT

## Office of Research & Evaluation

TABLE 1

Student Racial Census for Berkeley Unified School District<sup>1</sup>

Grades K through 12, including Specialized Education,  
by Grade and by District

November 1984

School	Grade	AmIn		Asian & Pac Is		Black		Hispanic		White		Mixed Parentage <sup>2</sup> (Incl'd)	TOTAL N
		N	%	N	%	N	%	N	%	N	%	N	
	Kgn	2	.3	59	8	339	47	55	8	262	37	42	717
	1st	1	.2	53	8	311	50	48	8	212	34	42	625
	2nd	2	.3	34	5	284	46	50	8	254	41	35	624
	3rd			54	10	239	46	39	8	188	36	21	520
	Ungraded					11	69	2	13	3	19		16
	TOTAL K-3	5	1	200	8	1184	47	194	8	919	37	140	2502
	4th			48	9	250	47	41	8	195	37	24	534
	5th			54	10	252	49	38	7	175	34	23	519
	6th	1	.2	42	8	232	45	25	5	211	41	36	511
	Ungraded			1	3	28	82	1	3	4	12	2	34
	TOTAL 4-6	1	.06	145	9	762	48	105	7	585	37	85	1598
	7th	2	.3	52	8	277	43	41	6	278	43	4	650
	8th	5	.7	56	8	293	42	34	5	306	44	8	694
	TOTAL 7-8	7	.5	108	8	570	42	75	6	584	43	12	1344
	9th	2	.2	71	6	524	43	43	4	574	48		1206
	10th	4	.4	79	9	364	39	35	4	447	48		929
	11th	1	.1	75	10	282	37	29	4	385	50		772
	12th	1	.1	89	13	194	28	26	4	371	54		681
	TOTAL 9-12	8	.2	314	9	1364	38	133	4	1769	49		3588
SPECIALIZED ED				1	2	33	63	3	6	15	29	1	52
TOTAL K-12		21	.2	768	8	3913	43	510	6	3872	43	238	9084

<sup>1</sup>Source: CEBEDS 10/17/84

<sup>2</sup>Source: Teacher Classroom Report  
Included in one of preceding ethnic categories.



# BERKELEY UNIFIED SCHOOL DISTRICT

## Office of Research & Evaluation

TABLE 2

### COMPARISON OF CTBS TEST SCORES BY RACE, BY YEAR 1977 - 1984

<u>YR</u>	<u>GRADE</u>	<u>TOTAL READING</u>		<u>TOTAL MATH</u>	
		<u>WHITE</u>	<u>BLACK</u>	<u>WHITE</u>	<u>BLACK</u>
1984	8	90	39	94	43
1983	7	88	37	92	35
1982	6	82	39	98	34
1981	5	81	45	84	48
1980	4	82	42	80	39
1979	3	85	55	76	49
1978	2	61	39	80	50
1977	1	70	51	82	64

### COMPARISON OF CTBS TEST SCORES BY RACE, BY YEAR 1976 - 1984

<u>YR</u>	<u>GRADE</u>	<u>TOTAL READING</u>		<u>TOTAL MATH</u>	
		<u>WHITE</u>	<u>BLACK</u>	<u>WHITE</u>	<u>BLACK</u>
1984	9	Not Available		90	47
1983	8	89	39	94	37
1982	7	88	37	92	37
1981	6	82	49	83	45
1980	5	81	45	84	48
1979	4	82	42	80	39
1978	3	81	48	74	43
1977	2	61	39	80	50
1976	1	65	45	82	64



BERKELEY UNIFIED SCHOOL DISTRICT  
Office of Research and Evaluation

TABLE 3

COMPREHENSIVE TEST OF BASIC SKILLS (CTBS)

Form U: Mean National Percentiles (%ile), 1982-1984 by Racial Subgroups and Total District with Number of Students (N) in Each Group.

READING  
National Norm: 50th Percentile

GRADE/YEAR		WHITE		BLACK		ASIAN		HISPANIC		TOTAL	
		N	%ile	N	%ile	N	%ile	N	%ile	N	%ile
Kgn	1982	184	84	259	49	51	55	31	48	530	71
	1983	243	84	306	49	29	57	38	8	630	64
	1984	200	83	285	50	35	70	40	35	577	65
1st	1982	234	73	212	47	31	65	14	52	531	61
	1983	179	82	239	51	45	66	22	40	494	61
	1984	245	77	302	42	38	66	23	47	588	62
2nd	1982	207	78	267	36	34	48	29	57	509	59
	1983	232	74	268	34	44	47	39	24	596	50
	1984	190	70	229	35	49	49	40	26	518	49
3rd	1982	237	75	245	31	32	51	26	27	500	64
	1983	216	86	263	35	37	46	24	45	560	56
	1984	218	84	254	35	43	67	33	34	563	55
4th	1982	210	84	224	33	24	83	21	41	493	56
	1983	217	78	271	27	43	39	26	25	571	44
	1984	161	89	242	32	44	55	36	30	504	51
5th	1982	249	73	197	35	33	79	18	58	512	64
	1983	209	79	255	32	43	40	44	32	564	47
	1984	222	84	232	35	35	49	29	28	526	55
6th	1982	345	82	253	39	31	80	24	38	679	64
	1983	249	85	233	33	46	66	33	46	573	59
	1984	202	84	238	35	40	59	44	31	545	55
7th	1982	351	88	282	37	47	61	26	45	734	67
	1983	426	88	326	35	54	46	27	40	845	65
	1984	280	89	263	43	38	63	27	39	633	69
8th	1982	313	82	223	39	53	67	24	43	646	70
	1983	370	89	279	39	54	64	27	40	750	70
	1984	400	90	298	39	48	56	24	34	841	70
9th	1982	ADMINISTERED FORM - S									
	1983	325	87	279	23	60	55	26	24	707	57
	1984	NOT AVAILABLE									
										687	61*

\*Reading Comprehension Only





BERKELEY UNIFIED SCHOOL DISTRICT  
Office of Research and Evaluation

Pupils in Programs for the Gifted and Talented  
By School and Race 1983-84\*

School	American Indian	Asian & Pacific Islanders	Black	Hispanic	White	TOTA
Arts Magnet			6		21	27
Cragmont			5	4	26	35
Emerson		1	13	2	49	65
Jefferson		9	12	7	26	54
Le Conte	1	4	15	1	35	56
Oxford		2	9	1	10	22
Thousand Oaks		3	7	1	22	33
Washington		8	15		12	35
Columbus		21	32	19	121	193
Longfellow		11	19	3	61	94
Malcolm X		20	54	8	132	214
King		24	48	13	170	255
Willard		11	26		98	135
Berkeley High		116	169	10	659	954
East Campus						0
TOTALS:	.05%-1	10.6%-230	19.8%-430	3.2%-69	66.4%-1442	2172



## APRIL 1985 PUPIL COUNT

		NATIVE AMERICAN (A)	ASIAN (B)	FILIPINO (C)	HISPANIC (D)	BLACK (E)	WHITE (F)	TOTAL (G)	AGE 0 - 2 (H)	AGE 14 - 21 (I)	LCI AGE 3 - 21 (J)
SDC-MR	(1)	0	0	0	1	13	10	24			
SDC-TOTAL	(2)	1	4	1	11	127	68	212	0	12	0
RSP-TOTAL	(3)	4	9	0	9	224	71	317	0	0	0
DIS-TOTAL	(4)	4	7	3	19	142	97	272	0	0	0
NPS-TOTAL	(5)	1	0	0	1	28	26	56	0	0	40
TOTAL UNDUPLICATED COUNT	(6)	10	20	4	40	521	262	857	0	12	40
LEP	(7)	--	--	--	--	--	--	15			

## INSTRUCTIONS: FOR COLUMNS (A) THROUGH (G)

LINE 1 -- REPORT THE NUMBER OF MENTALLY RETARDED STUDENTS PLACED IN SDC BY ETHNIC ORIGIN. THIS WILL BE A DUPLICATED COUNT OF STUDENTS REPORTED ON LINE 2, SDC TOTAL.

LINES 2-5 -- REPORT TOTAL UNDUPLICATED NUMBER OF STUDENTS BY INSTRUCTIONAL SETTING AND ETHNIC ORIGIN.

LINE 6 -- REPORT THE TOTAL OF LINES 2,3,4, AND 5.

LINE 7 -- REPORT TOTAL NUMBER OF LIMITED ENGLISH PROFICIENT STUDENTS BY ETHNIC ORIGIN.

## INSTRUCTIONS: FOR COLUMNS (H), (I), AND (J) (SPECIAL PURPOSE)

OF THE TOTAL UNDUPLICATED COUNT (LINES 2-6 COLUMN (G)), REPORT THE TOTAL NUMBER OF STUDENTS WHO ARE (H) AGE 0-2.11 YEARS, (I) AGE 14-21.11 YEARS, AND (J) AGE 3-21.11 YEARS AND RESIDING IN LICENSED CHILDREN'S INSTITUTIONS, FAMILY FOSTER HOMES, HOSPITALS, OR OTHER RESIDENTIAL MEDICAL FACILITIES.

SDC-MR: Special Day Class Mentally Retarded (Seriously Emotionally Disturbed)  
 RSP: Resource Specialist Program (Learning Disabled)  
 DIS: Designated Instructional Services, i.e., Speech Therapy, Adaptive Physical Education, Hearing Impaired, Vision Impaired  
 NPS: Non-Public School  
 LEP: Limited English Proficient



# BERKELEY UNIFIED SCHOOL DISTRICT

## Office of Research & Evaluation

---

### COMP ED STUDENTS BY RACE, BY GRADE

	White		Black		Asian*		Hispanic*		Native American		Filipino*		Other		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
K	7	14	1	2	14	27	29	57							51
1	33	14	137	59	25	11	31	13			3	1	3	1	232
2	37	17	132	62	16	7	23	11	1		3	1	2	1	214
3	27	15	105	60	19	11	19	11			4	2	1	1	175
4	27	14	111	58	21	11	31	16			1	1	1	1	192
5	24	11	151	67	22	10	22	10			4	2	4	2	227
6	13	8	102	67	19	12	17	11			2	1			153
7	18	9	119	63	25	13	23	12	1	1	1	1	3	2	162
8	16	10	114	70	16	10	14	9	1	1			1	1	162
TOTAL	202		972		177		209		3		18		15		1596

\*Most of these students are LEP. (Limited English Proficient)

5/29/85

TABLE 6





# BERKELEY UNIFIED SCHOOL DISTRICT

## Office of Research & Evaluation

ENROLLMENT IN ENGLISH DEPARTMENT BY COURSE NUMBER, TITLE AND ETHNICITY, WITH TOTALS AND NUMBERS OF SECTIONS

Course No.	No. of Sections	Course Title	White		Black		Asian		Hispanic		Native American		Filipino		Other		Total
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	
AA01	1	Eng Skills			11	50	7	32	4	18							22
AA05	6	Intro to Reading	9	7	83	64	24	19	9	7			3	2	1		129
AA11	8	Eng Workshop	34	7	113	59	21	11	11	6	7	4	4	2	1		191
AA14	12	Multi Lit	70	23	195	63	21	7	18	6			2	1	2	1	
AA20	15	World Lit B	332	74	60	13	41	9	7	2	2		6	1			
AA24	10	Writers US - B	67	27	129	52	35	14	14	6			3	1			248
AA28	14	Am Literature	294	74	61	15	35	9	5	1			1		2	1	398
AA35	2	Adv Composition	25	60	6	14	7	17	4	10							42
AA43	1	Asian Literature	13	46	5	18	8	29	1	4			1				28
AA47	2	Bible as Literature	38	61	19	31	5	8									62
AA53	4	Composition	35	40	35	40	13	15	4	5			1				88
AA59	1	Journalism 1	19	63	8	27	3	10									30
AA60	1	Journalism 2	24	96	1	4		0									25
AA63	1	Modern Am Lit	20	83	2	8	1	4	1	4							24
AA67	2	Public Speaking	29	60	13	27	6	13									48
AA69	6	20th Cent Lit	130	74	25	14	14	8	2	1	1		2	1	1		175
AA71	2	World of Media	48	76	8	13	4	6	1	2	2						63
AA73	2	Writing	7	26	17	63	1	4	2	7							27
AA75	1	Yearbook Pub	24	83	3	10	2	7									29
AA77	4	Drama Arts *	9	60	5	33		0							1		15
AA81	3	Journ/Radio	18	58	9	29	1	3	1	3			1		1		31
AA84	2	ESL 1 *		0		0	8	62	5	38							13
AA85	2	ESL 2 *	1	8		0	4	33	7	58							12
AA86	2	ESL 3 *	3	11	4	14	17	61	3	11			1				28
AA87	2	ESL 4 *	4	16		0	17	68	1	4			3				25
AA91	3	English 3B	5	8	49	74	5	8	6	9			1				69
AA95	10	English 2B	75	33	114	50	23	10	13	6			3		1		219
AA99	17	English 1B	390	79	69	14	24	5	4	1	3				5		495

\* Not part of the English Dept.

Office of Research and Evaluation: 5/29/85



# BERKELEY UNIFIED SCHOOL DISTRICT

## Office of Research & Evaluation

ENROLLMENT IN MATH DEPARTMENT BY COURSE NUMBER, TITLE AND ETHNICITY, WITH TOTALS AND NUMBERS OF SECTIONS

Course No.	No. of Sections	Course Title	White		Black		Asian		Hispanic		Native American		Filipino		Other		Total
			N	%	N	%	N	%	N	%	N	%	N	%	N	%	
AC01	7	Prof Math	12	8	118	81	8	5	7	5	1	1					146
AC03	4	Consumer Math	11	13	66	79	2	2	4	5					1	1	87
AC04	5	Algebra A	16	13	101	79	4	3	6	5			1	1			128
AC05	6	Algebra B	29	19	103	68	6	4	10	7	1	1	2	1			151
AC06	2	Algebra C	9	18	33	66	4	8	4	8							50
AC08	7	Algebra 1	110	55	65	33	13	7	5	3	2	1	2	1	3	2	200
AC09	14	Algebra 2	266	69	73	19	31	8	7	2	2	1	3	1	3	1	385
AC10	5	Geometry 1	86	57	39	26	19	13	3	2	2	1	1	1			150
AC11	9	Geometry 2	173	69	38	15	28	11	8	3			4	2			251
AC12	3	Geometry 110	29	37	34	43	9	11	6	8			1	1			79
AC13	1	Geometry 120	17	57	8	27	2	7	3	10							30
AC16	1	Consumer Alg/Geom	12	41	13	45			3	10					1	3	29
AC23	6	Algebra 3	111	67	36	22	16	10	3	2							166
AC24	9	Algebra 4	177	71	22	9	44	18	4	2	1		1		1		250
AC30	3	Trig	41	69	10	17	5	8	2	3			1				59
AC36	7	Calculus A	131	69	12	6	48	25									191
AC42	4	Calculus C	56	68	6	7	19	23	1	1							82
AC92	6	Math 9B	23	18	89	71	3	2	9	7					2	2	126
AC95	3	Algebra Readiness	26	39	27	41	2	3	9	14					2	3	66
AC99	4	Geometry 9B	102	86	8	7	9	8									119

Rev. 5/28/85



**BERKELEY UNIFIED SCHOOL DISTRICT  
OFFICE OF RESEARCH AND EVALUATION**

Number of Students Suspended  
by Race, by School

School	Am In	Asian & Pac Is	Black	Hispanic	White	Total
Arts Magnet			11		6	17
Cragmont						0
Emerson			7		1	8
Jefferson			4		2	6
LeConte						0
Oxford			3		1	4
Th. Oaks						0
Washington					3	3
Columbus	2	4	49	9	7	71
Longfellow		1	29		7	37
Malcolm X			41		10	51
King Jr. Hi.		1	83	10	19	113
Willard Jr. Hi.		4	174	4	62	244
Berkeley High		2	111	19	35	167
East Campus			53	2	1	56
DISTRICT TOTALS:	2	12	565	44	154	777

Source: OCR-Form ED102  
12-15-84

fa:2-6-85





# BERKELEY UNIFIED SCHOOL DISTRICT

## Office of Research & Evaluation

TABLE 10

### Retained Students By Grade

1984

Grade	Number of Students
Kgn	34
1st	52
2nd	29
3rd	15
4th	35
5th	40
6th	21
T O T A L	226

RM:fa  
6/85



Number of Certificated Staff Members  
By School, By Race, 1984-85

School	American Indian	Asian & Pacific Islanders	Black	Hispanic	White	TOTALS
Cragmont Teachers Administrators		2 1	3	3	9	17 1
Emerson Teachers Administrators		2	2 1		8	12 1
Jefferson Teachers Administrators	1	4	5		4 1	14 1
Leconte Teachers Administrators		1	4 1	1	7	13 1
Oxford Teachers Administrators			2		9 1	11 1
Thousand Oaks Teachers Administrators		2	3	5	5 1	15 1
Washington Teachers Administrators		2	4		8 1	14 1
Arts Magnet Teachers Administrators		2	2	1	4 1	9 1
TOTALS:	.9% 1	14% 16	24% 27	9% 10	52% 59	113
Columbus Teachers Administrators		4 1	6	3	11 1	24 2
Malcolm X Teachers Administrators		3 2	8		20	31 2
Longfellow Teachers Administrators		3	7 1		11 1	21 2
Model School Teachers Administrators			1		5	5 1
Willard Teachers Administrators	1	2	7 2	1	21 3	32 5
King Teachers Administrators		2	11 2		22 2	35 4
TOTALS:	.6% 1	10% 17	27% 45	2% 4	59% 97	164
East Campus Teachers Counselors Administrators			2 1		9 1	11 1 1
Berkeley High Teachers Counselors/ Grade Coor. Administrators	2	8 2	21 4 3	7 1	109 6 2	147 13 5
TOTALS:	1% 2	5.6% 10	17% 31	4.5% 8	71% 127	178





## Survey of Basic Skills: Grade 6 — 1984

## Part III—SUBGROUP RESULTS

School:  
District: **BERKELEY UNIFIED**  
County: **ALAMEDA**  
CDS: **01 61143**

Subgroup results allow you to observe the performance of different groups of students in the school, district, and state. The results are based upon the information provided by teachers and students in response to questions in the Pupil Information Section of each test booklet and on the "Supplement for 1984" that

accompanied each test booklet. The scaled score is not provided for a category if there are fewer than 5 students in the category. Statewide scores are provided in each table so that subgroup scores may readily be compared to the scores of all students.

Table A. BOYS AND GIRLS

This table displays the scores of students by sex. Students indicated this information on their test booklets.

## Interpretive Example

In your district, boys scored 268 in Reading and girls scored 271. At the state level, boys scored 245 in Reading and girls scored 253.

Sex	SCHOOL					DISTRICT					STATE			
	Students No.	%	Read	Scaled Score Writ	Math	Students No.	%	Read	Scaled Score Writ	Math	Students %	Read	Scaled Score Writ	Math
All Students						498	100%	269	267	290	100%	249	260	261
Boys						257	52%	268	258	299	50%	245	250	261
Girls						226	45%	271	275	278	48%	253	270	261

Table B. MOBILITY

This table displays scores for students according to the grade at which they were first enrolled in the school. Students reported this information on their test booklets.

## Interpretive Example

Students who first enrolled in schools in your district at kindergarten scored 285 in Reading, and those at grade 6 scored 274.

Grade First Enrolled	SCHOOL					DISTRICT					STATE			
	Students No.	%	Read	Scaled Score Writ	Math	Students No.	%	Read	Scaled Score Writ	Math	Students %	Read	Scaled Score Writ	Math
All Students						498	100%	269	267	290	100%	249	260	261
K						256	51%	285	276	299	25%	256	266	268
1						30	6%	247	260	272	7%	259	268	267
2						29	6%	278	301	299	7%	258	268	268
3						32	6%	244	249	273	7%	249	259	261
4						50	10%	232	242	282	10%	247	258	259
5						32	6%	240	244	293	11%	244	255	256
6						64	13%	274	267	276	31%	244	255	256









## Part III—SUBGROUP RESULTS

School:  
District: **BERKELEY UNIFIED**  
County: **ALAMEDA**  
CDS: **01 61143**

Subgroup results allow you to observe the performance of different groups of students in the school, district, and state. The results are based upon the information provided by teachers and students in response to questions in the Pupil Information Section of each test booklet. The scaled score is not provided for a

category if there are fewer than 5 students in the category. Statewide scores are provided in each table so that subgroup scores may readily be compared to the scores of all students.

**Table A. BOYS AND GIRLS**

This table displays the scores of students by sex. Teachers indicated this information on the test booklets.

**Interpretive Example**

In your district, boys scored 275 in Reading and girls scored 271. At the state level, boys scored 262 in Reading and girls scored 275.

Sex	SCHOOL					DISTRICT					STATE			
	Students		Scaled Score			Students		Scaled Score			Students		Scaled Score	
	No.	%	Read	Writ	Math	No.	%	Read	Writ	Math	%	Read	Writ	Math
All Students						555	100%	274	272	287	100%	268	272	274
Boys						263	47%	275	267	297	50%	262	265	272
Girls						286	52%	271	275	277	49%	275	279	275

**Table B. MOBILITY**

This table displays scores for students according to the grade at which they were first enrolled in the school. Teachers reported this information on the test booklets.

**Interpretive Example**

Students who first enrolled in schools in your district at kindergarten scored 280 in Reading, and those at grade 3 scored 268.

Grade First Enrolled	SCHOOL					DISTRICT					STATE			
	Students No.	%	Read	Scaled Score Writ	Math	Students No.	%	Read	Scaled Score Writ	Math	Students %	Read	Scaled Score Writ	Math
All Students						555	100%	274	272	287	100%	268	272	274
K						220	40%	280	282	304	48%	272	276	277
1						82	15%	278	268	297	14%	269	273	275
2						53	10%	296	271	280	14%	267	270	272
3						184	33%	268	267	272	23%	261	265	266

U.C. BERKELEY LIBRARIES



C124885471